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ABSTRACT

This guide was designed to assist school administrators, teachers, counselors, parents and others who are interested in developing guidance programs which meet the needs of young adolescents in Oregon. Practices, procedures, and forms that school districts have found to be most useful in implementing a coordinated guidance and counseling program are presented. A State administrative rule requires that each school district in Oregon provide a coordinated guidance and counseling program to support the educational and career development of students. A sample district plan and a sample building plan are presented which comply with the administrative rule on guidance and counseling and include commonly recommended features of local programs. Guidance program philosophy, coordination, and goals are discussed at the district level, approved guidance and counseling activities are suggested, and the responsibility of individual schools is outlined. The sample building plan contains a calendar of regular guidance activities, expectations of counselors and teachers, and charts of program goals, objectives, sample activities, and responsibilities. Commonly asked questions and answers about guidance and counseling are included. The appendices consist of a job description for a junior high school counselor, two suggested counselor evaluation forms, needs assessment forms for students and staff, guidance program evaluation forms, a career identification form, and a list of ethical standards. (NRB)

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SUGGESTED GUIDELINES FOR SCHOOL DISTRICTS

MIDDLE SCHOOL GUIDANCE AND COUNSELING

Verne A. Duncan
State Superintendent
of Public Instruction

Oregon Department
of Education
Salem, Oregon

CG 018170

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MIDDLE SCHOOL GUIDANCE AND COUNSELING

1984

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Foreword

Middle School Guidance and Counseling was developed to assist school administrators, teachers, counselors, parents and others who are interested in developing guidance programs which meet the needs of early adolescents. Many inquiries are received at the Department of Education regarding effective guidance practices for schools and practices which are generally acceptable throughout the state.

This publication will be useful for those seeking to improve current programs or to implement new programs. A companion guide, *High School Guidance and Counseling*, is forthcoming in 1985.

Verne A. Duncan
State Superintendent
of Public Instruction

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Each school district in Oregon is required by Oregon Administrative Rule 581-22-702 to provide a coordinated guidance and counseling program to support the educational and career development of students.

This publication describes the practices, procedures and forms that other districts have found to be most useful in implementing a coordinated guidance and counseling program.

The focus of this book is guidance and counseling in the junior high and middle school. A sample district plan is described, along with a sample building plan.

Middle School Guidance and Counseling also includes: a sample job description for a junior high counselor, two suggested forms for counselor evaluations, guidance program needs identification, and program evaluation, as well as answers to questions schools often ask the Student Services section of the Oregon Department of Education.

The model district program, building plans and suggested forms comply with the administrative rule on guidance and counseling and include commonly recommended features of local programs. This book is designed to assist in the development of local programs only. Plans and forms developed by local districts have been utilized and some have been included as samples.

When used in conjunction with the *Standards Guidelines: Guidance and Counseling*, 1981, this book will enable local districts to make decisions about their guidance programs in accordance with state rule and recommended practice.

Guidance and Counseling

OAR 581-22-702

(1) District Guidance and Counseling: Each school district shall provide a coordinated guidance and counseling program to support the educational and career development of students. The district shall:

(a) Adopt guidance and counseling program goals which assist students to:

(A) Develop decision-making skills,

(B) Obtain information about self,

(C) Understand the educational opportunities and alternatives available to them,

(D) Establish tentative career and educational goals,

(E) Accept increasing responsibility for their own actions,

(F) Develop skills in interpersonal relations, and

(G) Utilize school and community resources;

(b) Specify instructional, guidance and counseling activities for the achievement of the goals;

(c) Assign guidance and counseling responsibilities to each school and to the appropriate personnel; and

(d) Evaluate guidance and counseling programs for all grades.

(2) School Guidance and Counseling: Each school shall provide a guidance and counseling program which:

(a) Specifies goals including those assigned to the school district program

(b) Identifies staff responsibilities and instructional, guidance and counseling activities to achieve guidance program goals;

(c) Identifies each student's guidance and counseling needs;

(d) Assists each student to develop an educational plan in grades 9-12 which identifies a tentative career goal and reviews the student's progress at least annually; and

(e) Assigns each student to a certificated staff member for individual support and advice.

(3) Guidance Staff Assignments: Each school district shall maintain a guidance staff which promotes effective guidance practices consistent with the district's expected guidance program outcomes. In determining staffing for the program the following shall be considered:

(a) The number of students assigned to a certificated counselor;

(b) The number of aides or clerical staff assigned to the guidance program; and

(c) The extent to which the staffing pattern varies from general statewide practices.

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Guidance Program Philosophy

The philosophy of counseling is that the dignity of the individual is fundamental; each person has inherent worth. Guidance services can help the individual to develop his/her potential. The most effective school guidance program is constructive and developmental rather than corrective and curative. Counselors must respect each individual's unique psychological and social traits and be aware of the effects that heredity, environment and experience all have on social development. Guidance must serve each individual within the framework of his/her present and potential social and physical environments.

The purpose for providing guidance and counseling services is to assure that each individual has the opportunity to explore, develop and express his or her own personality and talent. Within the school structure, counselors are in a unique position to work together with students, staff and parents. Every staff member in the school has a responsibility within the guidance program. Teachers are the "front line" because of their daily contact with the student and the opportunity they have to provide the initial guidance instruction and intermittently reinforce positive behavior and attitudes.

Guidance and counseling services are not limited to intellectual development and achievement, but are also concerned with emotional and social aspects of human development. Guidance and counseling services make it possible for learning experiences to be geared to each individual. Such learning experiences should help students better understand their own values and those of their families. Counseling also helps students develop positive attitudes that will enhance their relationships with other people and help them accept their responsibility for mature behavior.

Because attitudes and personal perceptions form the foundation from which a person acts, it is important that students learn to develop realistic points of view. It is the counselor's role to help the individual define the behavioral goals that he or she wants to attain and which the counselor believes will contribute to the welfare of the student. The counselor helps the student make choices that will lead to social maturity.

The individual needs continuous guidance from early childhood through adulthood and may, at times, need the information and personalized assistance best provided by competent counselors.

Guidance Program Coordination

The superintendent will assign a district-level administrator to coordinate the overall program. This administrator must either have experience as a counselor and/or a personnel services endorsement on his or her certificate.

The coordinator will be responsible for the development of an articulated K to 12 program. This shall include a scope and sequence of program goals and objectives. Suggested activities for each grade level at the elementary school and subject area at the secondary schools should be identified.

Monthly meetings of all counselors should be held to coordinate the activities between schools and from one grade level to another. Counselors at each level should meet as needed for staff development, program development, or to otherwise deal with mutual concerns.

The district coordinator should work with building administrators on implementation of the district's program and provide other assistance as requested. The coordinator should be included in the regularly scheduled principals' meetings.

Responsibility for development of the guidance program budget is shared with the building administrators.

In buildings with more than one counselor, the principal will appoint one counselor as the building guidance coordinator.

Guidance Program Goals—A Sample

The goals of the _____ guidance and counseling program are:

First, to provide a coordinated program to assist students in evaluating their personal, social, educational and vocational needs and concerns. A goal of this program is to insure an acceptable environment for individual growth and effective living in society. To accomplish this, the guidance and counseling program must serve as a resource by assisting teachers, administrators and parents in developing personal relationships with young people.

Second, the guidance and counseling program should provide a resource for developing and administering programs for students with special needs.

Third, it is the goal of the guidance and counseling program to bring about cooperation with all community organizations and agencies interested in the personal growth of young people.

Fourth, it is a goal of the program to assist the student in:

1. Developing decision-making skills
2. Obtaining information about self
3. Understanding opportunities and alternatives available in educational programs
4. Setting career and educational goals
5. Accepting increasing responsibility for his/her actions
6. Developing skills in interpersonal relations, and
7. Utilizing school and community resources.

Needs Assessment

The needs of the students should be assessed in relation to the skills of the guidance and counseling staff. Consequently, each school within the district must develop a method by which the guidance and counseling program can assess the needs of the students based on the working plan at each level.

Once the needs have been analyzed and priorities set for program development, the staff must design specific activities to meet each need. A program should be written and should state the processes used to reach student outcomes. Each identified need should include a timeline for implementation and should note specific staff members responsible.

Approved Guidance and Counseling Activities

Since the issues addressed within the guidance program are often sensitive to the student and family, it is important that counselors and teachers use discretion and tact when selecting appropriate activities and counseling techniques. The following suggestions may be helpful.

Teachers should use guidance activities that relate to the identified scope and sequence for the guidance program. In selecting commercially prepared activities, the teacher should use only those in which the goals are consistent with their district's goals. When developing their own activities after attending workshops or seminars, teachers should seek the counsel of a district counselor and/or their own principal. If anyone involved expresses doubt regarding the appropriateness of an activity, then it is best to reject it. However, the district coordinator may approve the activity for a trial with follow-up evaluation. Under no circumstances must a parent be denied an opportunity to review the materials or activities used. On the basis of religion or family custom, parents may request that their child be excused from a specific activity or a particular type of activity.

Counselors should use techniques that are generally accepted within the school counseling profession. Whenever a new or unusual approach is used, the counselor should first seek the advice of the district coordinator. All techniques that parallel religious worship should be avoided. These include meditation techniques such as "centering," transcendental meditation, yoga and guided fantasy.

Responsibility of Each School

Each school in the district shall develop a guidance and counseling program that is consistent with the philosophy and requirements of its board and of the Oregon Board of Education's Administrative Rule. This written program should be based on the accepted working model and should involve all school personnel. A copy should be forwarded to the district guidance coordinator. The plan should be revised at least every three years, or more often if necessary.

Evaluation

Each school should evaluate its guidance and counseling program. The following questions should be asked:

A. What percentage of the students does the program serve?

B. Are all those involved in the program (students, administrators, staff) adequately served?

C. Does the program conform to the accepted working models?

D. Does the program address the needs specified in the needs assessment?

E. Are staff assignments filled by qualified and interested personnel?

Each program within the district should be reviewed in January. Each school should forward a written report of the evaluation to the district coordinator within one week of the evaluation.

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Introduction

To fulfill the guidance and counseling requirements established by the State of Oregon and the _____ School District, the counseling staff of _____ Middle School has developed the following policies and duties in the guidance and counseling area.

Guidance and counseling is a team effort of the school staff, parents and community. Since a student spends most of the day in the classroom, guidance and counseling goals are frequently met in the daily exchange between the teacher, student and parent. The role of the counseling and administrative staff, therefore, is to assist and support all three.

The foremost goal at _____ is the development of the individual to help all students become aware of their actions and feelings as well as how these affect others. It is also important that students develop an awareness of the future, and learn that the choices they make now will affect their lives to come. During the eighth grade year, students should develop a tentative career and education plan, based on the goals they set.

Calendar of Regular Guidance Activities

This monthly calendar suggests a timeline for carrying out the regular activities of the guidance program.

August

- Letter of welcome sent to new and returning students.
- Individual conferences with new students and students needing schedule changes.
- Inservice for teaching staff to clarify their role in the guidance program and discuss the major events of the year.

September

- Counselors visit core classes for large-group orientation of seventh (or sixth) grade students.
- Begin small-group counseling of all seventh (or sixth) grade students. Emphasize interpersonal relations and adjustment to new school.
- Begin peer counseling training of student leaders.

October

- Coordinate standardized testing program. Assist staff in interpreting results.
- Conduct the guidance needs assessment

November

- Coordinate aptitude and interests testing of eighth grade students.
- Inservice for staff conducting career education program on results of career-related testing.
- Develop plans to assist students who are experiencing problems passing classes.

December

- Forecast for second semester.

February

- Begin small group or individual review of the tentative career and educational plans of students who will enter high school next year.

March

- Identify seventh grade students who will visit sixth grade classes (or fifth) with counselor to assist in orientation to junior high school.
- Begin training program for students who will assist in orientation.

April

- Begin visits to sixth grade classes.
- Begin high school orientation with assistance of high school counselors.

May

- Forecast next year's classes.
- Evaluate the guidance program.

Expectations of Counselors

In order to carry out the guidance program at _____ Junior High School, the counselors are expected to:

1. Arrange the scheduling of classes and curriculum in conjunction with the principal.
2. Assist students in the selection of their classes.

3. Be available for students, parents and teachers and assist them in solving problems.

4. Assist with or arrange parent conferences when needed.

5. Work with students and/or teachers to solve academic or behavioral problems

6. Act as a resource person to provide information on the helping agencies within the community. This will include referrals to the school nurse.

7. Coordinate the transition of students to the next grade level.

8. Provide scheduling assistance to students with special needs.

9. Assist the high school counselors in the orientation of students going on to high school.

10. Assist in the orientation of incoming students.

11. Coordinate the student activities—student council, honor roll and honor society.

12. Coordinate achievement tests and provide information including explanation of the results to students, parents and teachers.

13. Work with the administration to provide for a smoothly running school. This includes informal meetings to assess student needs and progress once a week.

14. Conduct classroom guidance activities for teachers as requested.

15. Assist teachers in developing appropriate classroom guidance activities for their subject matter.

16. Conduct annual needs assessment and adjust activities based on the responses.

17. Conduct an evaluation of the guidance program once each year.

18. Use accepted counseling practices and follow the professional code of ethics as well as state laws.

Expectations of Teaching Staff

Each teacher should participate in the guidance program. Those teachers whose subject matter relates to specific guidance goals should include activities in their classes which provide basic instruction related to those goals. In general, all teachers should be willing to talk with any student who shows an interest in talking about personal concerns. More specific expectations include the following:

1. Language arts teachers should incorporate activities that assist students in understanding and expressing themselves.

2. Social studies and health teachers should incorporate activities that assist students in developing decision-making skills.

3. All teachers should incorporate activities that help students understand career opportunities related to their subject and should help students learn about the educational training necessary for each career.

4. All teachers should be sensitive and try to recognize those students who admire them and consider them a special adult that they can relate to.

5. All teachers should refer students with special needs or problems to a qualified professional.

6. All teachers are expected to be available to talk with parents on request. By appointment is appropriate.

Program Goals, Objectives, Sample Activities and Responsibilities

GOALS	OBJECTIVES	SAMPLE ACTIVITIES	RESPONSIBILITIES
1. To provide a coordinated program that will assist each student in evaluating his/her personal, social, educational and vocational concerns.	1A. Students will obtain and analyze information about themselves.	1A1. Students provided small and large group counseling.	counselor
		1A2. Achievement testing programs given and explained to students.	teacher/counselor
		1A3. View and discuss films related to career choices and typical interpersonal relationships.	teacher/counselor career education class English class
		1A4. Conferences between parents and teachers for atypical students as well as others.	teacher/counselor
		1A5. Arrangements for individual testing as needed through ESD reading assessment, district psychologist, etc.	teacher/counselor/ principal
		1A6. Elective courses and extracurricular activities consistent with known choices to be made in high school, regardless of sex.	teacher/counselor/ principal
		1A7. Administer to students a questionnaire on which the students are given an opportunity to evaluate their strengths and weaknesses.	teacher career education classes health classes
		1A8. Writing assignments based on open ended sentences concerning feelings about self.	language arts teacher

Program Goals, Objectives, Sample Activities and Responsibilities

GOALS	OBJECTIVES	SAMPLE ACTIVITIES	RESPONSIBILITIES
	1B. Students will become aware of the behavior and feelings of others.	1B1. Students participate in group or individual counseling to learn how to communicate with others and to describe their feelings (communications workshops).	teacher/counselor
		1B 2. Students view and evaluate films on social interactions (*Inside-Out films*).	teacher—the teacher must have training on this prior to conducting those activities health classes
	1C. Students can access their progress and role in school and demonstrate responsibility for their actions.	1C1. Each new student will be oriented to the school; special emphasis given to fifth grade orientation. Sequencing and progression of the middle school curriculum explained.	teacher/counselor principal or counselor of feeder school
		1C2. Students will be tested and appraised of the results.	teacher/counselor
		1C3. Reporting procedures providing feedback on known qualities central to decisions about self, i.e., grades, level, attendance, and related comments will be used.	teacher/counselor
		1C4. Established standards, rules, policies and procedures related to each classroom will be discussed with the assigned students.	teacher/counselor

GOALS	OBJECTIVES	SAMPLE ACTIVITIES	RESPONSIBILITIES
		1C5. The cause and effect relationship applied to each student's conduct and resulting rules, policies, procedures, or discipline will be explained or discussed.	staff
		1C6. The staff plans and conducts classes for parents on such topics as helping students with school work, understanding the adolescent, and effective parenting skills.	counselor/teacher
		1C7. Students will be given student handbooks and all of the handbook will be explained. Students will be tested on the handbook.	teacher
		1C8. Classroom units giving relevant information about substance abuse will be conducted. Presentation may include films, guest health professionals and discussion on how to say "no." Families will be supplied with information on how to reinforce family values.	health teacher social studies teacher
		1C9. Teachers will have individual conferences with each student at least once during each reporting period.	teachers

Program Goals, Objectives, Sample Activities and Responsibilities

GOALS	OBJECTIVES	SAMPLE ACTIVITIES	RESPONSIBILITIES
	1D. Students will become aware of the variety of occupations and careers.	1D1. Orientation to career directions and how they can be affected by high school plans will be conducted before each transition to the next educational level.	counselors—mid & senior
		1D2. Resource speakers may be brought into classroom.	teacher—all subject areas
		1D3. Field trips to local industries may be conducted.	teacher—all subject areas
		1D4. Students will receive instruction in the practical application of the various subjects.	teacher—all subject areas
		1D5. Parents are invited into classrooms to discuss their occupations.	teacher— career education classes language classes social studies classes
		1D6. The student will receive instruction in a variety of consumer-level applications of math.	teacher—math classes home economics classes
2. The guidance and counseling program should serve as a resource for developing and administrating programs for students with special needs.	2A. Students with special needs will have programs which meet the requirements of their specific situations.	2A1. Students with special needs are referred to the counselor by the principal, teacher or parents.	principal/teacher parent

Program Goals, Objectives, Sample Activities and Responsibilities

GOALS	OBJECTIVES	SAMPLE ACTIVITIES	RESPONSIBILITIES
		2A2. Counselors may assist in identifying candidates for special school programs or other community services.	counselor/teacher
		2A3. Testing will be used to help identify candidates for the special programs. Staff may also recommend candidates.	special education director/school staff
		2A4. Counselors may assist in explaining the services available to eligible candidates and their parents.	special education director/counselor
		2A5. Students will be placed in available programs that meet their needs.	counselor/teacher: ERC, ESEA, and TAG
		2A6. When possible the curriculum will be adjusted to meet student needs.	principal/counselor/ curriculum director
		2A7. Special Education Director will be kept informed of special programs at the school.	principal/counselor curriculum director
	2B. Special placement will provide the least restrictive environment socially, academically and personally possible.	2B1. Schedules will be such that all students will have access to all courses for which they are eligible, with a minimum of sacrifice or restriction.	principal/counselor

Program Goals, Objectives, Sample Activities and Responsibilities

GOALS	OBJECTIVES	SAMPLE ACTIVITIES	RESPONSIBILITIES
		2B2. Skill leveling shall be done within the normal curve to provide for such known needs without tracking throughout the day.	principal/counselor
		2B3. All scheduling shall emphasize growth potential, adjustment and rewards, not the negatives of schedule changing.	counselor/teacher
3. Guidance and counseling program will facilitate cooperation with all community organizations and activities interested in the personal growth of youth.	3A. Students will be aware of various child-oriented organizations and activities provided by the community.	3A1. Provide brochures and pamphlets to students.	counselor/office
		3A2. Opportunities will be provided to join various organizations.	teacher
	3B. Students will be aware of available public services and community resources in time of crisis.	3B1. A list of organizations and functions will be available.	special education director/counselor
		3B2. When possible, community resource people will be brought into the school to assist in student problems.	principal/counselor
	3C. Students will be aware of the school/community/parent relationship as it affects the student.	3C1. Individual conferences will be maintained and supervised throughout any school-referred case.	principal/counselor
		3C2. Each individual program and combinations thereof shall be explored fully as befits the individual's educational and personal needs.	principal/counselor

Program Goals, Objectives, Sample Activities and Responsibilities

GOALS	OBJECTIVES	SAMPLE ACTIVITIES	RESPONSIBILITIES
	3D. The counselor will coordinate the efforts of the community agencies working with targeted youngsters.	3D1. Regular meetings will be held with agencies which typically work with school age youth.	counselor/principal
		3D2. Within the limits of confidentiality, information will be shared with other agencies serving specific youth in order to deliver a coordinated program.	counselor/principal
4. The guidance program will assist students in setting tentative career and educational goals.	4A. The students will develop decision-making skills.	4A1. The student will participate in classroom activities such as group discussions and games.	teacher—core classes health classes career education classes
		4A2. The student will examine the consequences of various choices.	counselor/teacher/ vice principal
	4B. The students will obtain information about themselves.	4B1. The student will review cumulative files as needed to gain a perspective of historical patterns.	counselor
		4B2. The student identifies his or her own and his or her family's values through discussions about values of various cultures, analysis of values revealed in various literature works, analysis of underlying values affecting historical events in the USA, and through conversations with his or her own parents about the beliefs that are important to the family. (These conversations are suggested to the parents and not discussed by school staff.)	career education class literature class history class health class home economics class counselor

GOALS	OBJECTIVES	SAMPLE ACTIVITIES	RESPONSIBILITIES
	4C. The student will understand opportunities and alternatives available in school.	4C1. Course descriptions, objectives and expected outcomes will be reviewed by the student.	counselor/staff
		4C2. The student will be oriented to the high school and class offerings.	counselor
		4C3. The students will visit high schools and the local community college.	counselor/teacher
		4C4. The student will be provided information on job requirements, graduation requirements and possible training programs.	counselor
		4C5. The student will fill out career forecast worksheet and review plans with parents, teachers and counselor.	career education class counselor
	4D. The student will set educational and career goals.	4D1. The student will study careers in the classroom.	teacher—all subject areas
		4D2. The student will be provided films, speakers and literature on various careers.	teacher—appropriate subjects
		4D3. The student will do mini-research on different types of occupations.	teacher—appropriate to all subjects
		4D4. The student will be provided individual or group counseling on career choice.	counselor

1. Must all program goals be addressed at every grade level?

   No, it is appropriate to emphasize certain program goals at specific grade levels. However, the most effective programs have identified a scope and sequence for each goal. Activities to supply the intermittent reinforcement of learning should be identified for each subject area at each grade level.

2. Which program goals are most appropriately emphasized in the junior high or middle school?

   Setting tentative career and educational goals should receive strong emphasis by grade eight. Understanding the emotional changes of adolescence should be introduced by grade seven. Students at this age are ready for more formalized instruction in decision-making skills. This is also the age when students are most idealistic; therefore, they are often able to appreciate the values of the home, church and culture.

3. Should counselors be expected to tell the principal, staff or parents what a student has said to them in individual or small group counseling?

   No. This would be a violation of ethical standards as well as an to invasion of the student's privacy. The content of the counseling may not be shared by the counselors. However, the student is free to reveal whatever he or she wishes to others.

4. What may a counselor tell the principal, staff or parents about the counseling session.

   The counselor may reveal that he or she has talked with a specific student, that the student had concerns that relate to school, and if appropriate, he or she may advise the teacher or parent to open additional lines of communication with the student.

5. What must a counselor reveal about the content of a counseling session?

   The courts have held that counselors (a generalized interpretation), when becoming aware that a client intends to harm another or to commit a crime, must take steps to warn the intended victim and alert the appropriate authorities.

6. When a student talks about suicide, what should the counselor do?

   This is one of the most difficult questions a counselor must face. While it is appropriate to alert the parents, at times alerting the parents or authorities may hasten the event as well as cut off the student's willingness to seek help. It is best, therefore, to consult with another professional about the case at hand and together determine a course of action.

Seeing that the student has someone who cares present at all times is a wise first step. This should be someone the student can identify with such as a trusted teacher, friend or parent. It is not a violation of ethics or confidentiality to alert that person and to share information. This person will usually also need much support and guidance from the counselor. The student's signals of self-destructive intent are legitimately interpreted as a cry for help. Teachers who see the signals of suicide should always seek guidance from available mental health professionals.

7. Must counselors report suspected child abuse?

   Yes, both teachers and counselors must report to the Children's Services Division or a law enforcement agency. An acceptable alternative is to report through district channels, as stipulated by district policy. Counselors and teachers are released from the confidentiality law, ORS 40.245 Rule 504-3 in this case. They are also protected from civil suit when making a report in good faith.

8. Are some techniques of counseling best avoided in the public school?

   Yes, counseling and religion both work with principles of the mind. This has caused a gray area as techniques of religious worship have been used by some practitioners as counseling techniques. The most notable are the versions of Eastern worship such as transcendental meditation, yoga, centering and some forms of guided imagery (a form of hypnosis) which encourage the client to relax the mind and receive instruction from "voices within." The Oregon Attorney General has ruled that religious practices may not be carried on in the curriculum although a course may teach about them.

9. As a rule, should parents' permission be secured prior to counseling with a student?

   This is not necessary if counseling is available to all students even if only on a referral basis from the staff or principal. If counseling is available only to certain classes of students, such as Chapter 1 students, then special steps to inform parents of the limitations should be taken. If a parent objects on grounds of religion or family custom, it is wise to comply with their requests although there is no legal obligation to withhold any aspect of the school program from certain citizens.

10. What is the counselor's role in the discipline program?

    Counselors do not administer punishment. However, the counselor does get involved in the school's discipline program. Reviewing a student's behavior, helping him or her assess his/her responsibility, explore consequences, and develop a plan of corrective action are all part of that a counselor's role.

11. Should handicapped students be given any priority in placement?

    Yes, and an appropriate support system for the classroom teacher should be provided. This helps compensate for handicapped students having fewer mainstream opportunities than their nonhandicapped peers. Failure to place handicapped students in classes for which they are otherwise qualified may be found to be discrimination on the basis of handicap. Great care must be taken by the district to assure that handicapped students have equal opportunity for placement.

□□□

APPENDICES

A. Job Description

B. Counselor Evaluation Form

C. Needs Assessment

D. Guidance Program Evaluation

E. Career Identification Form

F. Ethical Standards

Job Description

Middle School/Jr. High School Counselor

1. Designs/revises the school guidance plan annually in accordance with the district guidance program and state standards relating to guidance.

2. Designs/revises and administers a guidance needs identification instrument at least once a year.

3. Identifies the guidance/counseling needs of each student one or more times each year and modifies the guidance program in relation to the those needs.

4. Sets priorities for the guidance program in relation to the identified needs. Consults with the principal in setting the priorities.

5. Establishes and follows a guidance calendar which identifies the major guidance activities for the year. Consults with the principal in establishing the calendar.

6. Designs and conducts classroom guidance activities that are appropriate to each grade level and reflect the identified guidance needs.

7. Assures that each student receives guidance in the classroom.

8. Provides small group guidance or counseling to those students whose needs are not met through classroom guidance.

9. Provides individual counseling to those students whose needs are not met through classroom or small group guidance.

10. In consultation with the principal, informs and/or involves parents and community regarding the activities and results of the guidance program.

11. Provides appropriate inservice training for the teaching staff to assist them in carrying out their responsibilities in the guidance program.

12. Designs/revises and implements a parent component of the guidance program.

13. Consults with teachers regarding individual students. Assists teachers in developing and trying plans to assist individual students or classes.

14. Participates in the student discipline program of the school. (The counselor does not administer punishment.)

15. Follows lesson plans in the classroom guidance activities.

16. Is able to identify specific objectives for each small group session and is able to identify the major guidance/counseling techniques used when requested to do so by the principal.

17. Keeps aware of the predominant beliefs and values of the community: uses guidance and counseling techniques which do not conflict with the community.

18. Supervises the guidance aide/secretary.

19. Plans/assures orientation of incoming and new students.

20. Coordinates the standardized testing program.

21. Participates in curriculum development.

22. Schedules students and advises the principal regarding development of the master schedule.

23. Provides appropriate counseling-related services to the Seriously Emotionally Disturbed (SED) and other special education students as needed or specified in the IEP.

24. Participates in IEP development of SED students.

25. Designs/revises and carries out a planned process of program evaluation and student follow-up.

26. Coordinates the building program and his/her own activities with the other counselors and levels.

□□□

Middle School/Jr. High School

Counselor Evaluation Form

(To be completed by both the counselor and supervisor.)

(20%) 1. The counselor completed or has made reasonable progress in completing all tasks related to program design and implementation.

a. program design/revision _____ 3%

b. coordination—1) other counselors _____ 2%

2) other levels _____ 2%

c. sets priorities _____ 3%

d. follows calendar _____ 3%

e. follows plans for activities _____ 4%

f. has a parent component _____ 1%

g. evaluates the program _____ 2%

(20%) 2. The counselor completed or has made reasonable progress in conducting a needs identification for each student.

a. designed/revised and administered a guidance needs instrument _____ 5%

b. has a record identifying the needs of each student, including transfer students _____ 4%

c. adjusted the program based on findings _____ 4%

d. had staff and parent input _____ 3%

e. identified students needing small group or individual guidance/ counseling _____ 4%

(20%) 3. The counselor deals with students in a professional manner.

a. provides classroom guidance for all students _____ 4%

b. identifies students and provides small group guidance for those not reaching desired goals of classroom activities _____ 4%

c. provides individual guidance for students referred by self, staff or parents _____ 3%

d. follows well-thought-out processes; can identify objectives and techniques used in any situation _____ 6%

e. understands the desires of the community and operates within that framework _____ 3%

(15%) 4. The counselor deals with staff and parents appropriately.

a. consults with and assists teachers _____ 4%

b. conducts appropriate inservice _____ 3%

c. consults with parents _____ 3%

d. conducts parenting classes _____ 3%

e. provides special parenting classes, for example, classes dealing with loss, such as death or divorce _____ 2%

f. informs parents and community _____ 2%

(%) 5. The counselor works with administration and other counselors.

a. coordinates activities with other counselors in building and district _____ 2%

b. consults with principal in an agreed-upon manner _____ 10%

c. establishes positive relations with community _____ 3%

(10%) 6. The counselor performs other tasks in an acceptable manner.

a. supervises secretary/aide _____ 2%

b. coordinates testing program _____ 2%

c. coordinates orientation for students and parents _____ 2%

d. works with special needs students _____ 2%

e. participates in the discipline program _____ 1%

f. participates in curriculum development _____ 1%

Evaluation of Counselor

(To be completed by both the counselor and supervisor.)

Counselor's Name _____ Date _____

Evaluator _____ School _____

Purpose: This form is to be used to evaluate the effectiveness of the counselor. Suggestions may be made to improve the counselor's effectiveness.

Procedures: 1. The evaluator will mark each category as very effective, satisfactory, or needs improvement, by checking the appropriate column.

2. Areas designated as needing improvement should accompanied by specific suggestions for improvement.

Evaluation Criteria	Very Effective	Satis-factory	Needs Improve-ment
1. Professional Performance			
A. Counselor is available and accessible at all times to:			
1) students			
2) parents			
3) staff personnel			
4) administration			
B. Counselor helps students understand personal problems and aids them in achieving a degree of competency in the decision-making process.			
C. Counselor exhibits professional standards when using confidential information about students.			
D. Counselor has provided administration/staff with helpful advice regarding student matters.			
E. Counselor's attitude allows for a free exchange of ideas regarding any student's problems outside academic realms.			
F. Counselor expresses opinions about the need for curriculum changes.			
G. Counselor has been instrumental in improving teacher-pupil relationships.			
H. Counselor creates an atmosphere in which graduates and dropouts will consider the guidance department a source of information.			
I. Counselor assists in identifying students with learning problems.			
J. Counselor makes appropriate services available to students with:			
1) learning problems			
2) personal problems			
K. Counselor conducts follow-up on students.			
L. Counselor assumes the responsibility for establishing a working relationship with staff members.			
M. Counselor helps with building and program orientation for incoming students and their parents.			
N. Counselor makes available to all staff members data pertinent to a successful student transition from school to school.			

Evaluation Criteria	Very Effective	Satis-factory	Needs Improve-ment
O. Counselor meets with all new students to which he/she is assigned.			
P. Counselor adequately explains course content, group-ing and consideration for course selection to:			
1) students			
2) parents			
Q. Counselor prepares students and staff for testing.			
R. Counselor supervises the advisory program.			
S. Counselor interprets standardized testing results to:			
1) students			
2) administration			
3) staff			
4) parents			
T. Counselor provides and analyzes test results for the staff.			
U. Counselor provides students with:			
1) vocational (career information)			
2) transcript services			
3) college information			
4) job placement information			

Comments: _____

Personal Qualities	Very Effective	Satis-factory	Needs Improve-ment
A. Sensitivity to students			
B. Objectivity			
C. Appearance appropriate for position			
D. Emotional balance			
E. Acceptance of suggestions			
F. Adherence to school policies			
G. Professional commitment			
H. Evidence of professional growth			

General Comments: _____

_____

_____

_____

_____

_____

Counselor's Signature _____

Date _____

Evaluator's Signature _____

Date _____

Student Needs Assessment

Your counselor would like to know what kind of services students feel are important to them. Please assist your counseling department by reading and completing the following questionnaire.

Middle School	Need Much Help	Need Some Help	Do Not Need Help
I need help in:			
1. Understanding why I act the way I do.			
2. Discovering why I become lonely.			
3. Learning to make better decisions for myself.			
4. Finding ways to overcome feelings of sadness or depression.			
5. Being able to be proud of myself.			
6. Learning to handle my anger (losing my temper).			
7. Finding ways to share with others.			
8. Learning how to handle cheating.			
9. Learning more about what career is for me.			
10. Learning about the effects of smoking.			
11. Learning about the effects of drinking alcoholic beverages.			
12. Learning about the effects of the use of drugs.			
13. Dealing with my personal appearance.			
14. Learning how to get along with my family.			
15. Learning how to make friends.			
16. Finding ways to talk to others.			

Middle School	Need Much Help	Need Some Help	Do Not Need Help
17. Learning how to listen to others.			
18. Understanding how I influence others.			
19. Understanding how others influence me.			
20. Understanding why I get jealous of others.			
21. Discovering how and why I trust others as I do.			
22. Understanding how and why I compete with others.			
23. Understanding my prejudices.			
24. Learning how to succeed in my school work.			
25. Finding ways to make school a good experience.			
26. Learning more about how to learn (how to study).			
27. Finding out more about my abilities and aptitudes.			
28. Discovering how to work with teachers.			
29. Learning how to cope (or handle) school rules with which I disagree.			
30. Identifying and working with things (books, plays, movies, hobbies, etc.) that interest me.			
31. Finding ways to participate in extra activities in school.			
32. Learning how to prepare for and take tests.			

School Staff Needs Assessment

Your counseling department would like to know what type of counseling services you need. Please assist your counselor(s) by reading and completing the following needs assessment.

Middle School	Need Much Help	Need Some Help	Do Not Need Help
I need help:			
1. Using group guidance activities with my class.			
2. Understanding counseling and guidance techniques I can use in the classroom.			
3. Understanding students' emotional problems.			

Middle School	Need Much Help	Need Some Help	Do Not Need Help
4. Understanding students' learning problems.			
5. Dealing with classroom discipline.			
6. Dealing with students who experience problems with peers.			
7. Understanding my feelings toward some students.			
8. Planning parent conferences.			
9. Dealing with conflicts with parents.			
10. Dealing with teachers who use techniques I don't understand or disagree with.			
11. Dealing with administrative decisions with which I disagree.			
12. Developing a variety of teaching strategies.			
13. Learning methods of motivating my students.			
14. Learning ways to teach students responsibility.			
15. Learning ways to help students learn from their experience.			
16. Understanding and solving my personal problems.			
17. Understanding and using standardized tests.			
18. Assisting guide students with scheduling.			
19. Obtaining information about school and community service agencies (i.e., Children's Services, health agencies, support services).			
20. Other needs. Specify _____ _____ _____			

□□□

Guidance Program Evaluation

The activities on this form include the most important aspects of the guidance program. Both the building guidance coordinator and the principal should fill out an independent copy of the form. Items checked satisfactory by each, independent of the other, are to be considered satisfactory. All others are indications of areas of needed improvement.

	S	U
1. Orientation was conducted for the incoming students.		
2. Guidance activities were conducted in each class as appropriate.		
3. Each student received appropriate guidance services.		
4. Each eighth grade student developed a tentative career plan.		
5. Standardized tests were interpreted for students and parents.		
6. Students needing help with learning problems or student-teacher relations were helped.		
7. Students received help in improving their skills in problem solving.		
8. Students needing special help were referred to outside sources.		
9. Teachers with problem students received adequate help.		
10. Confidentiality laws were followed.		
11. Guidance staff conducted themselves in an ethical manner.		
12. Parent contacts were handled in a professional manner.		
13. Students were assisted in high school forecasting.		
14. Student improvement in reaching guidance program objectives was measured in an objective manner.		

Satisfaction with Guidance and Counseling

—Administered to a random sample of students—

We know that people have different reactions and feelings about the various services of the school. Some of these feelings are positive, some are negative, and sometimes you may not be sure how you feel. Your response to the following questionnaire will help us to understand how people feel about the counseling and guidance services in your school. Your response to this will be completely confidential. We plan to use these to help us to improve the counseling and guidance services in the middle school. Put an "x" in the box that is more representative of your present feelings. Check only one box for each item.

	Yes	No	Not Sure
1. The counselor helped us understand why we do some of the things we do.			
2. The counselor helped me understand myself better.			
3. The counselor always took time to see me.			
4. The counselor is interested in all the students in my class (school).			
5. The counselor is interested in me.			
6. I feel the counselor really helps me when we talk.			
7. The counselor is able to help us do better in school.			
8. I would tell my friends to talk to the counselor if they wanted to talk with someone about a problem.			

□□□

Appendix E

Career Forecast Worksheet

CAREER OBJECTIVE

Career Objective	Comments	Date Selected

SPECIFIC COURSES RELATED TO CAREER OBJECTIVE

Courses or Block of Training	Date Completed	Evaluation

SIGNIFICANT PHYSICAL CHARACTERISTICS

Which may influence career choices

HOBBIES - CIVIC - OUT OF SCHOOL ACTIVITIES COMMUNITY

RECORD OF WORK EXPERIENCE

Kind of Work	Beg. Date	End Date	Employer	Address	Student's Comments

Ethical Standards

American Association for Counseling and Development (Approved by Executive Committee upon referral of the Board of Directors, January 17, 1981.)

Preamble

The American Personnel and Guidance Association is an educational, scientific, and professional organization whose members are dedicated to the enhancement of the worth, dignity, potential, and uniqueness of each individual and thus to the service of society.

The Association recognizes that the role definitions and work settings of its members include a wide variety of academic disciplines, levels of academic preparation and agency services. This diversity reflects the breadth of the Association's interest and influence. It also poses challenging complexities in efforts to set standards for the performance of members, desired requisite preparation or practice, and supporting social, legal and ethical controls.

The specification of ethical standards enables the Association to clarify to present and future members and to those served by members, the nature of ethical responsibilities held in common by its members.

The existence of such standards serves to stimulate greater concern by members for their own professional functioning and for the conduct of fellow professionals such as counselors, guidance and student personnel workers, and others in the helping professions. As the ethical code of the Association, this document establishes principles that define the ethical behavior of Association members.

Section A: General

1. The member influences the development of the profession by continuous efforts to improve professional practices, teaching, services, and research. Professional growth is continuous throughout the member's career and is exemplified by the development of a philosophy that explains why and how a member functions in the helping relationship. Members must gather data on their effectiveness and be guided by the findings.

2. The member has a responsibility both to the individual who is served and to the institution within which the service is performed to maintain high standards of professional conduct. The member strives to maintain the highest levels of professional services offered to the individuals to be served. The member also strives to assist the agency, organization, or institution in providing the highest caliber of professional services. The acceptance of employment in an institution implies that the member is in agreement with the general policies and principles of the institution. Therefore, the professional activities of the member

are also in accord with the objectives of the institution. If, despite concerted efforts, the member cannot reach agreement with the employer as to acceptable standards of conduct that allow for changes in institutional policy conducive to the positive growth and development of clients, then terminating the affiliation should be seriously considered.

3. Ethical behavior among professional associates, both members and nonmembers, must be expected at all times. When information is possessed that raises doubt as to the ethical behavior of professional colleagues, whether Association members or not, the member must take action to attempt to rectify such a condition. Such action shall use the institution's channels first and then use procedures established by the state Branch, Division, or Association.

4. The member neither claims nor implies professional qualifications exceeding those possessed and is responsible for correcting any misrepresentations of these qualifications by others.

5. In establishing fees for professional counseling services, members must consider the financial status of clients and locality. In the event that the established fee structure is inappropriate for a client, assistance must be provided in finding comparable services of acceptable cost.

6. When members provide information to the public or to subordinates, peers or supervisors, they have a responsibility to ensure that the content is general, unidentified client information that is accurate, unbiased, and consists of objective, factual data.

7. With regard to the delivery of professional services, members should accept only those positions for which they are professionally qualified.

8. In the counseling relationship the counselor is aware of the intimacy of the relationship and maintains respect for the client and avoids engaging in activities that seek to meet the counselor's personal needs at the expense of that client. Through awareness of the negative impact of both racial and sexual stereotyping and discrimination, the counselor guards the individual rights and personal dignity of the client in the counseling relationship.

Section B: Counseling Relationship

This section refers to practices and procedures of individual and/or group counseling relationships.

The member must recognize the need for client freedom of choice. Under those circumstances where this is not possible, the member must apprise clients of restrictions that may limit their freedom of choice.

1. The member's **primary** obligation is to respect the integrity and promote the welfare of the client(s), whether the client(s) is (are) assisted individually or in a group relationship. In a group setting, the member is also responsible for taking reasonable precautions to protect individuals from physical and/or psychological trauma resulting from interaction within the group.

2. The counseling relationship and information resulting therefrom be kept confidential, consistent with the obligations of the member as a professional person. In a group counseling setting, the counselor must set a norm of confidentiality regarding all group participants' disclosures.

3. If an individual is already in a counseling relationship with another professional person, the member does not enter into a counseling relationship without first contacting and receiving the approval of that other professional. If the member discovers that the client is in another

counseling relationship after the counseling relationship begins, the member must gain the consent of the other professional or terminate the relationship, unless the client elects to terminate the other relationship.

4. When the client's condition indicates that there is clear and imminent danger to the client or others, the member must take reasonable personal action or inform responsible authorities. Consultation with other professionals must be used where possible. The assumption of responsibility for the client(s) behavior must be taken only after careful deliberation. The client must be involved in the resumption of responsibility as quickly as possible.

5. Records of the counseling relationship, including interview notes, test data, correspondence, tape recordings, and other documents, are to be considered professional information for use in counseling and they should not be considered a part of the records of the institution or agency in which the counselor is employed unless specified by state statute or regulation. Revelation to others of counseling material must occur only upon the expressed consent of the client.

6. Use of the data derived from a counseling relationship for purposes of counselor training or research shall be confined to content that can be disguised to ensure full protection of the identity of the subject client.

7. The member must inform the client of the purposes, goals, techniques, rules of procedure and limitations that may affect the relationship at or before the time that the counseling relationship is entered.

8. The member must screen prospective group participants, especially when the emphasis is on self-understanding and growth through self-disclosure. The member must maintain an awareness of the group participants' compatibility throughout the life of the group.

9. The member may choose to consult with any other professionally competent person about a client. In choosing a consultant, the member must avoid placing the consultant in a conflict of interest situation that would preclude the consultant's being a proper party to the member's efforts to help the client.

10. If the member determines an inability to be of professional assistance to the client, the member must either avoid initiating the counseling relationship or immediately terminate that relationship. In either event, the member must suggest appropriate alternatives. (the member must be knowledgeable about referral resources so that a satisfactory referral can be initiated). In the event the client declines the suggested referral, the member is not obligated to continue the relationship.

11. When the member has other relationships, particularly of an administrative, supervisory and/or evaluative nature with an individual seeking counseling services, the member must not serve as the counselor but should refer the individual to another professional. Only in instances where such an alternative is unavailable and where the individual's situation warrants counseling intervention should the member enter into and/or maintain a counseling relationship. Dual relationships with clients that might impair the member's objectivity and professional judgment (e.g., as with close friends or relatives, sexual intimacies with any client) must be avoided and/or the counseling relationship terminated through referral to another competent professional.

12. All experimental methods of treatment must be clearly indicated to prospective recipients and safety precautions are to be adhered to by the member.

13. When the member is engaged in short-term group treatment/training programs (e.g., marathons and other encounter-type or growth groups), the member ensures that there is professional assistance available during and following the group experience.

14. Should the member be engaged in a work setting that calls for any variation from the above statements, the member is obligated to consult with other professionals whenever possible to consider justifiable alternatives.

Section C: Measurement and Evaluation

The primary purpose of educational and psychological testing is to provide descriptive measures that are objective and interpretable in either comparative or absolute terms. The member must recognize the need to interpret the statements that follow as applying to the whole range of appraisal techniques including test and nontest data. Test results constitute only one of a variety of pertinent sources of information for personnel, guidance, and counseling decisions.

1. The member must provide specific orientation or information to the examinee(s) prior to and following the test administration so that the results of testing may be placed in proper perspective with other relevant factors. In so doing, the member must recognize the effects of socioeconomic, ethnic, and cultural factors on test scores. It is the member's professional responsibility to use additional unvalidated information carefully in modifying interpretation of the test results.

2. In selecting tests for use in a given situation or with a particular client, the member must consider carefully the specific validity, reliability, and appropriateness of the test(s). General validity, reliability, and the like may be questioned legally as well as ethically when tests are used for vocational and educational selection, placement, or counseling.

3. When making any statements to the public about tests and testing, the member must give accurate information and avoid false claims or misconceptions. Special efforts are often required to avoid unwarranted connotations of such terms as IQ and grade equivalent scores.

4. Different tests demand different levels of competence for administration, scoring, and interpretation. Members must recognize the limits of their competence and perform only those functions for which they are prepared.

5. Tests must be administered under the same conditions that were established in their standardization. When tests are not administered under standard conditions or when unusual behavior or irregularities occur during the testing session, those conditions must be noted and the results designated as invalid or of questionable validity. Unsupervised or inadequately supervised test-taking, such as the use of tests through the mails, is considered unethical. On the other hand, the use of instruments that are so designed or standardized to be self-administered and self-scored, such as interest inventories, is to be encouraged.

6. The meaningfulness of test results used in personnel, guidance, and counseling functions generally depends on the examinee's unfamiliarity with the specific items on the test. Any prior coaching or dissemination of the test materials can invalidate test results. Therefore, test security is one of the professional obligations of the member. Conditions that produce most favorable test results must be made known to the examinee.

7. The purpose of testing and the explicit use of the results must be made known to the examinee prior to testing. The counselor must ensure that instrument limitations are not exceeded and that periodic review and/or retesting are made to prevent client stereotyping.

8. The examinee's welfare and explicit prior understanding must be the criteria for determining the recipients of the test results. The member must see that specific interpretation accompanies any release of individual or group test data. The interpretation of test data must be related to the examinee's particular concerns.

9. The member must be cautious when interpreting the results of research instruments possessing insufficient technical data. The specific purposes for the use of such instruments must be stated explicitly to examinees.

10. The member must proceed with caution when attempting to evaluate and interpret the performance of minority group members or other persons who are not represented in the norm group on which the instrument was standardized.

11. The member must guard against the appropriation, reproduction, or modifications of published tests or parts thereof without acknowledgment and permission from the previous publisher.

12. Regarding the preparation, publication and distribution of tests, reference should be made to:

    a. *Standards for Educational and Psychological Tests and Manuals*, revised edition, 1974, published by the American Psychological Association on behalf of itself, the American Educational Research Association and the National Council on Measurement in Education.

    b. The responsible use of tests: A position paper of AMEG, APGA, and NCME. *Measurement and Evaluation in Guidance*, 1972, 5:385-388.

    c. "Responsibilities of Users of Standardized Tests," APGA, *Guidepost*, October 5, 1978, pp. 5-8.

Section D: Research and Publication

1. Guidelines on research with human subjects shall be adhered to, such as:

    a. *Ethical Principles in the Conduct of Research with Human Participants*, Washington, DC: American Psychological Association, Inc., 1973.

    b. Code of Federal Regulations, Title 45, Subtitle A, Part 46, as currently issued.

2. In planning any research activity dealing with human subjects, the member must be aware of and responsive to all pertinent ethical principles and ensure that the research problem, design, and execution are in full compliance with them.

3. Responsibility for ethical research practice lies with the principal researcher, while others involved in the research activities share ethical obligation and full responsibility for their own actions.

4. In research with human subjects, researchers are responsible for the subjects' welfare throughout the experiment and they must take all reasonable precautions to avoid causing injurious psychological, physical, or social effects on their subjects.

5. All research subjects must be informed of the purpose of the study except when withholding information or providing misinformation to them is essential to the investigation. In such research the member must be responsible for corrective action as soon as possible following completion of the research.

6. Participation in research must be voluntary. Involuntary participation is appropriate only when it can be demonstrated that participation will have no harmful effects on subjects and is essential to the investigation.

7. When reporting research results, explicit mention must be made of all variables and conditions known to the investigator that might affect the outcome of the investigation or the interpretation of the data.

8. The member must be responsible for conducting and reporting investigations in a manner that minimizes the possibility that results will be misleading.

9. The member has an obligation to make available sufficient original research data to qualified others who may wish to replicate the study.

10. When supplying data, aiding in the research of another person, reporting research results, or in making original data available, due care must be taken to disguise the identity of the subjects in the absence of specific authorization from such subjects to do otherwise.

11. When conducting and reporting research, the member must be familiar with, and give recognition to, previous work on the topic, as well as to observe all copyright laws and follow the principles of giving full credit to all to whom credit is due.

12. The member must give due credit through joint authorship, acknowledgment, footnote statements, or other appropriate means to those who have contributed significantly to the research and/or publication, in accordance with such contributions.

13. The member must communicate to other members the results of any research judged to be of professional or scientific value. Results reflecting unfavorably on institutions, programs, services, or vested interests must not be withheld for such reasons.

14. If members agree to cooperate with another individual in research and/or publication, they incur an obligation to cooperate as promised in terms of punctuality of performance and with full regard to the completeness and accuracy of the information required.

15. Ethical practice requires that authors not submit the same manuscript or one essentially similar in content, for simultaneous publication consideration by two or more journals. In addition, manuscripts published in whole or in substantial part, in another journal or published work should not be submitted for publication without acknowledgment and permission from the previous publication.

Section E: Consulting

Consultation refers to a voluntary relationship between a professional helper and help-needing individual, group or social unit in which the consultant is providing help to the client(s) in defining and solving a work-related problem or potential problem with a client or client system. (This definition is adapted from Kurpius, DeWayne. Consultation theory and process: An integrated model. *Personnel and Guidance Journal*, 1978, 56.

1. The member acting as consultant must have a high degree of self-awareness of his/her own values, knowledge, skills, limitations, and needs in entering a helping relationship that involves human and/or organizational change and that the focus of the relationship be on the issues to be resolved and not on the person(s) presenting the problem.

2. There must be understanding and agreement between member and client for the problem definition, change goals, and predicated consequences of interventions selected.

3. The member must be reasonably certain she/he or the organization represented has the necessary competencies and resources for giving the kind of help that is needed now or may develop later and that appropriate referral resources are available to the consultant.

4. The consulting relationship must be one in which client adaptability and growth toward self-direction are encouraged and cultivated. The member must maintain this role consistently and not become a decision maker for the client or create a future dependency on the consultant.

5. When announcing consultant availability for services, the member conscientiously adheres to the Association's **Ethical Standards**.

6. The member must refuse a private fee or other remuneration for consultation with persons who are entitled to these services through the member's employing institution or agency. The policies of a particular agency may make explicit provisions for private practice with agency clients by members of its staff. In such instances, the clients must be apprised of other options open to them should they seek private counseling services.

Section F: Private Practice

1. The member should assist the profession by facilitating the availability of counseling services in private as well as public settings.

2. In advertising services as a private practitioner, the member must advertise the services in such a manner so as to accurately inform the public as to services, expertise, profession, and techniques of counseling in a professional manner. A member who assumes an executive leadership role in the organization shall not permit his/her name to be used in professional notices during periods when not actively engaged in the private practice of counseling.

   The member may list the following: highest relevant degree, type and level of certification or license, type and/or description of services, and other relevant information. Such information must not contain false, inaccurate, misleading, partial, out-of-context, or deceptive material or statements.

3. Members may join in partnership/corporation with other members and/or other professionals provided that each member of the partnership or corporation makes clear the separate specialties by name in compliance with the regulations of the locality.

4. A member has an obligation to withdraw from a counseling relationship if it is believed that employment will result in violation of the **Ethical Standards**. If the mental or physical condition of the member renders it difficult to carry out an effective professional relationship or if the member is discharged by the client because the counseling relationship is no longer productive for the client, then the member is obligated to terminate the counseling relationship.

5. A member must adhere to the regulations for private practice of the locality where the services are offered.

6. It is unethical to use one's institutional affiliation to recruit clients for one's private practice.

Section G: Personnel Administration

It is recognized that most members are employed in public or quasi-public institutions. The functioning of a member within an institution must contribute to the goals of the institution and vice versa if either is to accomplish their respective goals or objectives. It is therefore essential that the member and the institution function in ways to (a) make the institution's goals explicit and public; (b) make the member's contribution to institutional goals specific; and (c) foster mutual accountability for goal achievement.

To accomplish these objectives, it is recognized that the member and the employer must share responsibilities in the formulation and implementation of personnel policies.

1. Members must define and describe the parameters and levels of their professional competency.

2. Members must establish interpersonal relations and working agreements with supervisors and subordinates regarding counseling or clinical relationships, confidentiality, distinction between public and private material, maintenance, and dissemination of recorded information, work load and accountability. Working agreements in each instance must be specified and made known to those concerned.

3. Members must alert their employers to conditions that may be potentially disruptive or damaging.

4. Members must inform employers of conditions that may limit their effectiveness.

5. Members must submit regularly to professional review and evaluation.

6. Members must be responsible for inservice development of self and/or staff.

7. Members must inform their staff of goals and programs.

8. Members must provide personnel practices that guarantee and enhance the rights and welfare of each recipient of their service.

9. Members must select competent persons and assign responsibilities compatible with their skills and experiences.

Section H: Preparation Standards

Members who are responsible for training others must be guided by the preparation standards of the Association and relevant Division standards. The member who functions in the capacity of trainer assumes unique ethical responsibilities that frequently go beyond that of the member who does not function in a training capacity. These ethical responsibilities are outlined as follows:

1. Members must orient students to program expectations, basic skills development, and employment prospects prior to admission to the program.

2. Members in charge of learning experiences must establish programs that integrate academic study and supervised practice.

3. Members must establish a program directed toward developing students' skills, knowledge, and self-understanding, stated whenever possible in competency or performance terms.

4. Members must identify the levels of competencies of their students in compliance with relevant Division standards. These competencies must accommodate the para-professional as well as the professional.

5. Members, through continual student evaluation and appraisal, must be aware of the personal limitations of the learner that might impede future performance. The instructor must not only assist the learner in securing remedial assistance but also screen from the program those individuals who are unable to provide competent services.

6. Members must provide a program that includes training in research commensurate with levels of role functioning. Para-professional and technician-level personnel must be trained

as consumers of research. In addition, these personnel must learn how to evaluate their own and their program's effectiveness. Graduate training, especially at the doctoral level, would include preparation for original research by the member.

7. Members must make students aware of the ethical responsibilities and standards of the profession.

8. Preparatory programs must encourage students to value the ideals of service to individuals and to society. In this regard, direct financial remuneration or lack thereof must not influence the quality of service rendered. Monetary considerations must not be allowed to overshadow professional and humanitarian needs.

9. Members responsible for educational programs must be skilled as teachers and practitioners.

10. Members must present thoroughly varied theoretical positions so that students may make comparisons and have the opportunity to select a position.

11. Members must develop clear policies within their educational institutions regarding field placement and the roles of the student and the instructor in such placements.

12. Members must ensure that forms of learning focusing on self-understanding or growth are voluntary, or if required as part of the education program, are made known to prospective students prior to entering the program. When the education program offers a growth experience with an emphasis on self-disclosure or other relatively intimate or personal involvement, the member must have no administrative, supervisory, or evaluating authority regarding the participant.

13. Members must conduct an educational program in keeping with the current relevant guidelines of the American Personnel and Guidance Association and its Divisions.

□ □ □

MIDDLE SCHOOL GUIDANCE AND COUNSELING

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